



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2008
Code: 11341355
SAU: Portland Public Schools
School: Lyman Moore Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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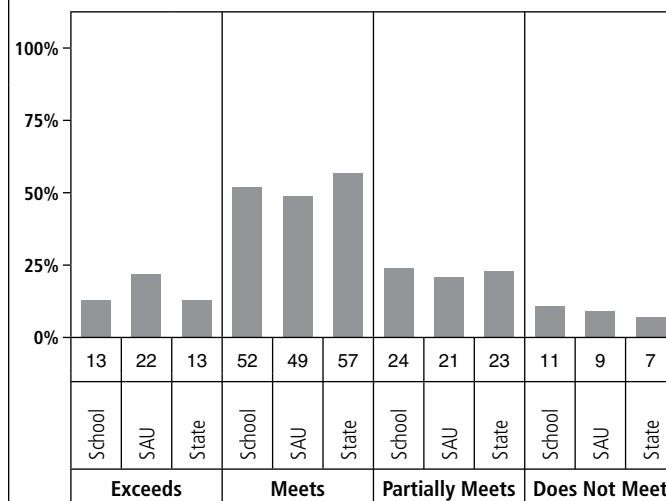
SUMMARY OF SCORES

Test Date: March 2008
Grade: 6
SAU: Portland Public Schools
School: Lyman Moore Middle School

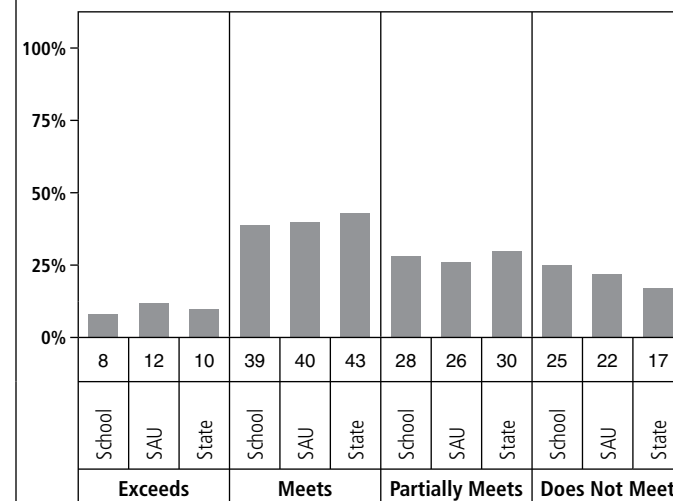
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	642	642	644
2006–2007	645	645	646
2007–2008	646	649	648
Cum. Avg. *	644	645	646
Mathematics			
2005–2006	638	639	641
2006–2007	643	642	643
2007–2008	639	642	642
Cum. Avg. *	640	641	642

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 6
SAU: Portland Public Schools
School: Lyman Moore Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	176	100	506	100	14365	100	175	99	498	98	14266	99	175	99	503	99	14268	99												
Ethnicity African American/Black	28	16	104	21	418	3	27	96	98	94	407	97	27	96	103	99	413	99												
American Indian or Native Alaskan	2	1	3	1	111	1	2	100	3	100	110	99	2	100	3	100	110	99												
Asian or Pacific Islander	13	7	42	8	249	2	13	100	42	100	249	100	13	100	42	100	248	100												
Hispanic	10	6	24	5	149	1	10	100	24	100	147	99	10	100	24	100	147	99												
Caucasian/White	123	70	333	66	13438	94	123	100	331	99	13353	100	123	100	331	99	13350	100												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	24	14	79	16	2518	18	24	100	79	100	2479	99	24	100	79	100	2479	99												
Current LEP	28	16	123	24	349	2	27	96	117	95	339	97	27	96	122	99	344	99												
Economically disadvantaged	80	45	247	49	5335	37	79	99	240	97	5277	99	79	99	245	99	5279	99												
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	154	88	363	72	11613	81	154	88	363	72	11626	81												
Identified disability (PET/IEP)	4	3	12	3	373	3	4	3	12	3	373	3												
LEP	23	15	61	17	187	2	23	15	61	17	187	2												
504 plan	1	1	1	0	149	1	1	1	1	0	150	1												
Participation with accommodations	17	10	118	23	2451	17	17	10	125	25	2446	17												
Identified disability (PET/IEP)	16	94	52	44	1909	78	16	94	52	42	1910	78												
LEP	2	12	52	44	142	6	2	12	59	47	152	6												
504 plan	0	0	0	0	85	3	0	0	0	0	84	3												
Other	0	0	21	18	350	14	0	0	21	17	335	14												
Participation through alternate assessment (PAAP)	4	2	15	3	197	1	4	2	15	3	196	1												
Identified disability (PET/IEP)	4	100	15	100	197	100	4	100	15	100	196	100												
LEP	2	50	2	13	5	3	2	50	2	13	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	2	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	24	0	0	0	0	0	24	0												
Non-participation – other	1	1	8	2	75	1	1	1	3	1	73	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 6
SAU: Portland Public Schools
School: Lyman Moore Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006	14	8	38	8	1176	8
	2006-2007	11	7	45	10	1132	8
	2007-2008	22	13	104	22	1817	13
	Cum. Total*	47	9	187	13	4125	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006	80	45	226	47	7612	51
	2006-2007	92	57	233	52	8127	57
	2007-2008	89	52	234	49	8072	57
	Cum. Total*	261	51	693	49	23811	55
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006	43	24	110	23	4080	27
	2006-2007	39	24	115	26	3549	25
	2007-2008	41	24	102	21	3194	23
	Cum. Total*	123	24	327	23	10823	25
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006	41	23	107	22	2005	13
	2006-2007	19	12	57	13	1478	10
	2007-2008	19	11	41	9	981	7
	Cum. Total*	79	15	205	15	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	31.6	56.4	33.6	60.0	32.7	58.4
Literary Text	28	50	16.0	57.1	16.9	60.4	16.3	58.2
Informational Text	28	50	15.5	55.4	16.7	59.6	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 6
 SAU: Portland Public Schools
 School: Lyman Moore Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	171	22	13	89	52	41	24	19	11	646	481	22	49	21	9	649	14064	13	57	23	7	648
Ethnicity																						
African American/Black	27	1	4	8	30	12	44	6	22	638	95	6	41	34	19	641	399	7	47	28	17	642
American Indian or Native Alaskan	2										2						108	4	54	32	10	643
Asian or Pacific Islander	12	2	17	3	25	6	50	1	8	643	41	12	54	27	7	647	247	16	60	20	4	650
Hispanic	10	0	0	5	50	4	40	1	10	643	24	8	42	38	13	643	145	8	45	34	14	643
Caucasian/White	120	18	15	73	61	19	16	10	8	649	319	28	51	16	5	653	13165	13	58	22	7	648
Not Reported	0										0						0					
Identified disability																						
Yes	20	1	5	9	45	5	25	5	25	641	64	5	39	36	20	641	2282	2	29	42	27	636
No	151	21	14	80	53	36	24	14	9	647	417	24	50	19	7	651	11782	15	63	19	3	650
Current LEP																						
Yes	25	0	0	6	24	13	52	6	24	636	113	6	46	29	19	641	329	4	44	30	22	640
No	146	22	15	83	57	28	19	13	9	648	368	26	49	19	5	652	13735	13	58	23	7	648
Economically disadvantaged																						
Yes	77	2	3	27	35	31	40	17	22	638	226	7	44	31	17	642	5153	6	51	31	12	643
No	94	20	21	62	66	10	11	2	2	653	255	35	53	12	1	656	8911	17	61	18	4	650
Migrant																						
Yes	0										0						7	14	57	14	14	648
No	171	22	13	89	52	41	24	19	11	646	481	22	49	21	9	649	14057	13	57	23	7	648
Gender																						
Female	79	19	24	36	46	18	23	6	8	649	240	27	49	19	5	652	6967	16	59	20	5	650
Male	92	3	3	53	58	23	25	13	14	644	241	16	49	24	12	647	7097	9	56	26	9	646
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	25	0	0	4	16	11	44	10	40	632	199	33	38	20	10	652	1186	6	41	42	11	642
No	146	22	15	85	58	30	21	9	6	649	282	13	56	22	8	648	12878	14	59	21	7	648
Gifted/talented program																						
Yes	10	4	40	6	60	0	0	0	0	662	20	60	40	0	0	665	557	50	48	2	0	661
No	161	18	11	83	52	41	25	19	12	646	461	20	49	22	9	649	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 6
 SAU: Portland Public Schools
 School: Lyman Moore Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	6 67 26 1	0 20 2 0	0 18 5 0	3 63 21 1	30 56 48 100	3 20 17 0	30 18 39 0	4 10 4 0	40 9 9 0	636 649 644 646	4 56 37 4	6 26 19 6	28 48 52 41	28 19 24 12	39 6 5 41	636 652 649 636	6 56 34 3	7 13 15 9	43 58 60 46	30 23 20 29	20 6 5 16	641 648 649 643
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	33 49 13 5	12 9 1 0	22 11 5 0	30 44 11 3	55 54 52 33	8 21 6 4	15 26 29 44	5 8 3 2	9 10 14 22	650 646 643 638	40 46 11 3	27 23 6 0	51 50 43 25	14 22 37 42	9 5 14 33	652 650 642 636	40 48 9 3	17 12 7 3	60 59 45 31	19 23 34 37	5 6 15 29	650 648 643 637
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	38 48 12 2	16 5 0 0	25 6 0 0	38 44 5 1	60 56 25 25	4 22 12 1	6 28 60 25	5 8 3 2	8 10 15 50	653 645 636 636	37 50 11 2	36 17 2 0	47 54 38 10	11 22 46 40	7 6 13 50	655 649 640 633	28 54 16 2	26 9 3 1	58 61 48 37	11 24 37 39	4 6 13 23	653 647 642 637
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	12 61 27	2 14 6	10 14 14	11 53 24	55 54 55	3 27 5	15 27 11	4 5 9	20 5 20	644 648 646	16 64 21	15 25 21	46 49 53	21 22 16	18 4 10	646 651 650	15 66 18	10 13 15	48 59 58	27 22 20	15 5 7	644 649 649
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	7 45 49	0 7 15	0 10 19	3 31 53	27 42 66	5 29 4	45 40 5	3 6 8	27 8 10	636 644 651	10 50 40	4 15 35	31 50 52	35 29 8	29 5 5	637 648 656	9 54 36	2 9 21	37 59 60	37 26 15	23 6 4	638 647 652
How hard did you try on the reading part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	39 54 7	8 14 0	13 16 0	32 52 4	50 59 33	16 16 6	25 18 50	8 6 2	13 7 17	646 649 639	45 50 5	25 22 0	42 56 43	23 17 43	9 5 14	650 651 639	46 50 3	13 14 5	56 60 46	24 21 30	7 6 20	648 649 641
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	22 58 8 12	8 14 0 0	22 15 0 0	20 52 8 7	56 54 57 35	6 22 4 7	17 23 29 35	2 8 2 6	6 8 14 30	651 648 642 637	22 62 7 9	34 21 17 3	42 51 49 45	14 22 26 30	11 5 9 23	652 650 647 640	19 51 12 18	19 15 9 4	58 60 56 50	17 20 26 34	6 5 9 13	651 649 646 643
Optional school/SAU question A. B. C. D.	22 11 22 44	0 0 0 0	0 0 0 0	0 0 0 1	0 0 0 25	2 0 1 1	100 0 50 25	0 1 1 2	0 100 50 50	637 624 634 633	32 23 18 27	0 20 0 0	29 60 0 17	43 0 25 17	29 20 75 67	636 647 626 627						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 6
SAU: Portland Public Schools
School: Lyman Moore Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	23	13	62	13	1463	10
	2006-2007	28	17	57	13	2092	15
	2007-2008	13	8	60	12	1474	10
	Cum. Total*	64	13	179	13	5029	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	55	31	166	34	5914	40
	2006-2007	53	33	176	39	5731	40
	2007-2008	67	39	195	40	6008	43
	Cum. Total*	175	34	537	38	17653	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	45	25	123	25	4494	30
	2006-2007	51	32	134	29	4175	29
	2007-2008	48	28	127	26	4244	30
	Cum. Total*	144	28	384	27	12913	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	55	31	135	28	3014	20
	2006-2007	29	18	89	20	2308	16
	2007-2008	43	25	106	22	2346	17
	Cum. Total*	127	25	330	23	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	19	34	9.1	47.9	9.4	49.5	9.6	50.5
Cluster 2: Shape and Size	15	27	7.2	48.0	7.9	52.7	8.1	54.0
Cluster 3: Mathematical Decision Making	7	13	3.6	51.4	4.1	58.6	4.2	60.0
Cluster 4: Patterns	15	27	7.3	48.7	7.7	51.3	7.5	50.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 6
 SAU: Portland Public Schools
 School: Lyman Moore Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	171	13	8	67	39	48	28	43	25	639	488	12	40	26	22	642	14072	10	43	30	17	642
Ethnicity																						
African American/Black	27	1	4	3	11	7	26	16	59	627	102	1	17	33	49	627	409	4	26	35	35	632
American Indian or Native Alaskan	2										2						108	6	26	39	29	635
Asian or Pacific Islander	12	0	0	5	42	4	33	3	25	634	41	10	49	20	22	642	247	13	50	25	13	646
Hispanic	10	0	0	3	30	4	40	3	30	636	24	8	25	33	33	637	145	9	32	34	25	638
Caucasian/White	120	12	10	55	46	33	28	20	17	642	319	17	47	24	12	646	13163	11	43	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	20	0	0	5	25	4	20	11	55	629	64	6	22	30	42	633	2283	2	18	31	49	627
No	151	13	9	62	41	44	29	32	21	640	424	13	43	25	19	643	11789	12	48	30	10	645
Current LEP																						
Yes	25	0	0	2	8	8	32	15	60	624	120	5	21	28	46	630	339	5	22	32	41	631
No	146	13	9	65	45	40	27	28	19	641	368	15	46	25	14	645	13733	11	43	30	16	643
Economically disadvantaged																						
Yes	77	0	0	13	17	28	36	36	47	628	233	4	25	32	39	632	5160	4	34	36	26	636
No	94	13	14	54	57	20	21	7	7	648	255	20	54	21	6	650	8912	14	48	27	11	646
Migrant																						
Yes	0										0						7	0	57	43	0	641
No	171	13	8	67	39	48	28	43	25	639	488	12	40	26	22	642	14065	10	43	30	17	642
Gender																						
Female	79	8	10	31	39	23	29	17	22	640	246	12	41	26	21	641	6974	10	43	31	16	642
Male	92	5	5	36	39	25	27	26	28	638	242	12	39	26	23	642	7098	11	42	30	17	642
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	25	0	0	0	0	9	36	16	64	622	204	18	39	23	21	644	1192	4	23	43	30	634
No	146	13	9	67	46	39	27	27	18	642	284	8	41	29	22	640	12880	11	44	29	15	643
Gifted/talented program																						
Yes	10	4	40	6	60	0	0	0	0	663	20	60	40	0	0	666	557	53	42	4	0	663
No	161	9	6	61	38	48	30	43	27	637	468	10	40	27	23	640	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 6
 SAU: Portland Public Schools
 School: Lyman Moore Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	6	1	10	1	10	4	40	4	40	633	4	5	15	30	50	628	6	6	33	31	31	635
B. less than one hour	67	10	9	51	45	30	27	22	19	641	55	14	46	23	17	644	56	11	43	30	16	643
C. one to two hours	26	2	5	14	32	12	27	16	36	635	37	11	38	28	23	641	34	11	45	30	14	644
D. more than two hours	1	0	0	0	0	1	100	0	0	634	4	5	10	35	50	626	3	6	33	32	28	636
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	41	6	9	25	37	20	29	17	25	638	40	14	43	24	19	643	45	14	47	28	11	646
B. They match some of what I have learned.	46	5	7	33	43	21	28	17	22	640	49	13	42	27	18	643	43	8	43	33	17	641
C. They match just a little of what I have learned.	10	2	12	6	35	3	18	6	35	640	7	6	29	29	35	635	9	6	30	33	32	635
D. There is no match.	4	0	0	2	33	3	50	1	17	637	4	5	11	21	63	623	3	5	15	25	54	626
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	38	11	17	33	52	11	17	8	13	648	30	28	43	14	15	651	29	24	51	17	8	651
B. good	51	2	2	31	36	30	35	22	26	636	54	7	42	32	19	640	48	6	45	33	16	641
C. fair	10	0	0	1	6	6	35	10	59	622	12	2	27	32	39	631	19	1	29	42	28	634
D. poor	1	0	0	1	50	0	0	1	50	622	3	0	25	19	56	624	3	0	15	41	44	627
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	18	2	7	10	33	8	27	10	33	637	27	10	35	26	29	638	24	5	38	33	24	638
B. about the same as my regular schoolwork	63	6	6	38	37	33	32	27	26	637	59	11	42	28	19	642	62	9	45	31	14	643
C. easier than my regular schoolwork	19	5	16	18	56	6	19	3	9	649	15	23	45	16	16	649	14	26	43	20	12	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	37	4	7	23	38	18	30	16	26	638	47	11	41	26	22	640	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	57	7	8	40	43	26	28	20	22	640	49	14	42	25	19	644	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	6	2	20	3	30	3	30	2	20	642	4	16	21	26	37	636	3	9	33	27	32	637
How often do you use hands-on materials in mathematics class?																						
A. almost every day	10	1	6	2	13	4	25	9	56	630	14	6	31	31	32	635	17	8	39	30	22	639
B. two or three days a week	47	4	5	31	40	25	32	18	23	638	40	8	41	28	23	640	34	11	44	31	14	643
C. two or three times each month	31	7	14	22	43	13	25	9	18	644	34	20	43	22	14	647	31	12	44	29	15	644
D. never or almost never	13	1	5	11	50	5	23	5	23	638	12	12	39	23	26	639	18	10	42	31	18	642
How often do you use calculators in mathematics class?																						
A. almost every day	7	1	8	1	8	4	33	6	50	629	9	14	21	21	43	635	11	11	37	29	23	641
B. two or three days a week	29	6	13	17	35	10	21	15	31	638	39	11	46	23	20	642	32	11	44	30	15	643
C. two or three times each month	37	4	6	27	44	20	32	11	18	640	37	15	38	31	15	644	32	11	45	30	15	643
D. never or almost never	27	2	4	21	47	13	29	9	20	641	15	7	41	23	29	639	26	9	40	32	19	641
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	7	0	0	1	8	3	25	8	67	622	8	10	15	31	44	631	7	6	29	33	32	635
B. 30–45 minutes	38	3	5	23	37	21	33	16	25	636	40	12	40	29	19	641	37	8	39	34	20	640
C. 45–60 minutes	50	9	11	38	46	21	26	14	17	644	47	14	47	23	16	645	42	13	47	28	12	645
D. more than 60 minutes	4	1	14	2	29	1	14	3	43	634	4	5	14	14	67	624	15	12	46	27	15	644
Optional school/SAU question																						
A.	22	0	0	1	50	1	50	0	0	638	32	0	13	13	75	616						
B.	11	0	0	0	0	0	0	1	100	624	24	0	17	17	67	629						
C.	22	0	0	0	0	0	0	2	100	619	16	0	0	0	100	614						
D.	44	0	0	0	0	2	50	2	50	621	28	0	0	29	71	613						